



2016

# TAGDev Inception and Planning Meeting Report



**Transforming African Agricultural Universities to meaningfully contribute to Africa's growth and development (TAGDev)**

**The MasterCardfdn@RUFORUM, 2016**

### **Executive Summary**

The TAGDev project aims at strengthening the capacity of African agricultural universities and their graduates to transform agriculture and accelerate growth and development of sustainable livelihoods in Africa. The Project will achieve this through transformation of university curricula and linked activities to strengthen university capacity to produce graduates with appropriate skills to engage with communities and conduct research that addresses the needs of smallholder farmers, and further facilitate entrepreneurship development at community level. Curricular of selected Bachelors and Masters Programs will be reviewed and redesigned at the two early adopter universities (Egerton University, Kenya and Gulu University, Uganda) to meet the requirements of capacity development for entrepreneurship and rural community development.

Skills gaps assessment will be conducted especially in the areas of innovative pedagogy, experiential learning, and entrepreneurship among other skills required to produce change agents, entrepreneurs, rural development professionals and proactive leaders. Based on skills gap analysis, short courses for retooling Faculty at the early adopter universities and TVET institutions will be developed and delivered. Through the CARP+ and Entrepreneurship challenge Program, the faculty will be engaged to train students jointly with private sector organizations, research institutions and farmers among other actors to nurture practical oriented graduates who have an appreciation of entrepreneurship for community transformation. Best practices on teaching and learning emerging from the program will be documented and shared globally as research and policy briefs, research papers in referred journals and conferences. These will form the basis for scaling out to the wider RUFORUM Network.

The project inception and planning meeting was held at the RUFORUM Secretariat from 15th to 17th December 2016. This meeting focused at: (i) Developing a common understanding of the Project and its objectives, its operational environment and the role of each partner in successful implementation of the project; (ii) Developing Project management and Steering Committees; (iii) Finalising of the Project guiding documents (Standard Operating Procedures, M&E Strategy/Plan, Knowledge Management Strategy, Partnerships Strategy, Communication, Branding and Marketing Strategy); (iv) Development of the eight Year and Year one Work plan with roles and responsibilities of each partner; (v) Having a clear Project implementation and reporting strategies, reporting and lessons sharing ; and (vi) Reporting of Project implementation as of December 2016. The project inception and planning meeting was undertaken with a range of discussions which conveyed successes, opportunities and challenges of implementing such a project. The procedures, guidelines, deliverables and timelines of the project were also discussed. Specific proceedings are documented in this report.

## Contents

Executive Summary.....	2
Introduction .....	4
Meeting Purpose .....	4
Participants.....	6
Expected outputs .....	6
Outputs and outcomes of the meeting .....	6
Introductory remarks .....	6
Opening remarks .....	6
Over view of the TAGDev Programme.....	6
Experiences from partners implementing similar projects .....	7
Monitoring and Evaluation Strategy.....	14
Communication, branding and marketing strategy .....	15
The Budget.....	15
Work plan for year one .....	16
Implementation updates.....	17
Student recruitment and related issues .....	18
Review of operational documents.....	20
The Call to Develop Community Engagement Framework .....	20
The Call for lead Consultant book editor on Tertiary Agricultural Education....	20
The MasterCardfdn@RUFORUM scholarships assessment criteria .....	20
The MasterCardfdn@RUFORUM scholarships advertisement .....	20
The call for grant proposals under the Community Action Research Programme	20
The terms of reference for the scoping study .....	21
TAGDev Program website .....	21
Next steps, actions and timelines .....	22
Annexes.....	23

## **Introduction**

The Regional Universities Forum for Capacity Building in Agriculture (RUFORUM) is a network organisation of 66 African Universities in 26 countries. It has over the last 11 years had a focused engagement on impactful capacity development in Africa. It has so far supported the training of 373 PhD and 1373 MSc fellows from across Africa within Africa. Further, RUFORUM has within its refreshed Strategic Business Plan (SBP 2015-2020) recognised that food and nutrition security will remain a key challenge in Africa, particularly with the intensification of climate changes and variability, rural-urban migration linked to a growing youth population, and their impact on human and environment health. As part of its strategic focus to escalate training and capacity building in Africa with a focus on youth from disadvantaged background yet deserving of opportunity to shine and contribute to the development of Africa, RUFORUM in collaboration with Egerton University and Gulu University developed a joint competitive proposal to the MasterCard Foundation for funding support.

The MasterCard Foundation in partnership with RUFORUM, Egerton University and Gulu University are implementing an eight year project “***Transforming African Agricultural Universities to meaningfully contribute to Africa’s growth and development (TAGDev)***” that will train 220 students (110 undergraduate and 110 masters). The TAGDev programme is focused at transforming African agricultural universities and their graduates to better respond to developmental challenges through enhanced application of science, technology, business and innovation for rural agricultural transformation. Through this overall alignment, the programme will contribute to meeting the African Union human capacity, Agenda 2063 and other AUC strategic frameworks such as the STISA 2024, S3A and CAADP. Importantly, the programme will provide opportunity to the underprivileged yet deserving youth to realise their full potential and become agents of change within Africa.

The TAGDev programme is developed to achieve four broad areas of relevance to Africa’s transformation and development agenda in the 21<sup>st</sup> century. The Programme will accordingly; 1) pilot a new model of agricultural education at early adopter universities that connects tertiary agricultural education to rural communities, with an emphasis on smallholder farmers; 2) strengthen agribusiness/entrepreneurship at two universities and selected TVET institutions; 3) scale the new model for agricultural education to other agricultural universities and TVET institutions; and, 4) increase collaboration and mutual learning among institutions and agencies implementing and influencing innovative Tertiary Agricultural Education for rural transformation in Africa. Through this strategic action, it is hoped that the ability to transform smallholder agriculture, unutilized potential of universities to contribute to agricultural development, and the use of higher education to strengthen the education pipeline from primary through secondary to TVET and universities will be addressed.

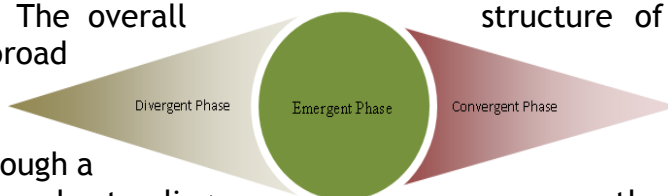
## **Meeting Purpose**

A project inception and planning meeting was held at the RUFORUM Secretariat from 15th to 17th December 2016. The purpose of the meeting was to create a common understanding of the project goals, objectives and expected results as well as

requirements, procedures and guidelines for successful project implementation. This inception and planning meeting focused on the following:

1. Developing a common understanding of the Project and its objectives, its operational environment and the role of each in successful implementation of the project created among partners
2. Developing Project management and Steering Committees
3. Finalising of the Project guiding documents
  - i. Standard Operating Procedures
  - ii. M&E Strategy/Plan
  - iii. Partnerships Strategy
  - iv. Communication, Branding and Marketing Strategy
  - v. Knowledge Management Strategy
4. Development of the eight Year and Year one Work plan with roles and responsibilities of each partner
5. Having a clear Project implementation and Reporting strategies, reporting and lessons sharing
6. Reporting of the progress of project implementation as at December 2016

The workshop was guided by two principles that are important in the development of project management ideas; i) Understanding of the Project focus; ii) Innovations and creative thinking on its implementation in a given environment and ensuring results-focus and commitment among partners for the results/outputs of the workshop and TAGDev project. The overall structure of the workshop followed three broad phases; divergent, emergent and convergent phase. During the *divergent phase*, participant went through a collective learning process aimed at understanding the background to TAGDev project in its entirety. This broadened the knowledge base of participants opening them up to diverse perspectives to implementing the project consequently generating a detailed implementation plan. Through expert and partner input, institutional and individual experiences, the phase allowed participants to take a bird's eye view of the Higher Agricultural Education context in Africa and the strategic fit of the TAGDev Project as an intervention.



In the *emergent phase*, a collective agreement was established on new ideas, visions and responses to key questions around partner roles, implementation strategy and technology, innovation and partnership requirements. These emerged from the pivotal point of the workshop through - “thinking without the box” concept and innovative expansion of participants’ total understanding, insights and perspectives from the project proposal and previous implementation of similar projects and partnership arrangements. Participatory facilitation approaches were used to ensure a rupture with previous assumptions, ideas, perceptions and knowledge on TAGDev processes.

The *convergent phase* saw a confluence of ideas into strategies aimed and generating outputs of the workshop. Facilitation ensured narrowing of differences into more specific outputs linked to roles, strategies and plans. This entailed

exploration of concrete steps and commitment to a defined set of options for taking forward the TAGDev project.

### **Participants**

The meeting involved RUFORUM Secretariat staff, the implementing universities, The MasterCard Foundation Makerere, Makerere University and other non-governmental organizations involved in similar activities such as BRAC (Uganda), Enterprise Uganda and Restless Development, private sector and principal investigators implementing the RUFORUM Community Action Research Programmes (CARPs).

### **Expected outputs**

- Deeper understanding of the TAGDev Programme
- Finalized M & E plan for the project
- Finalized recruitment tools
- Finalized call documents

### **Outputs and outcomes of the meeting**

#### **Introductory remarks**

The Programme Coordinator (Dr. Egeru) welcomed participants to the meeting and stressed that the meeting purpose was to create a common understanding of the project goals, objectives and expected results as well as requirements, procedures and guidelines for successful implementation of the eight year project. The meeting was also going to provide opportunity to receive six updates programme implementation updates since the last implementing partners meeting held in August, 2016. This particularly was focusing on the agreed targets and deliverables from the partners meeting. The Programme Coordinator called on participants to provide input and open discussion and dialogue for the success of the meeting.

#### **Opening remarks**

The Executive Secretary (Prof. Adipala) congratulated the implementing universities (Gulu and Egerton) for winning the bid to implement The MasterCard Foundation project. The two universities are the pilot universities for the other universities. He reiterated that the meeting was an opportunity for the project team to learn from other partners. He pointed out that holding the meeting at RUFORUM Secretariat would facilitate learning because it was a common collection point for all colleagues, including the new staff. He also mentioned that issues arising from the meeting would help in shaping out the project implementation activities at the Secretariat.

#### **Over view of the TAGDev Programme**

The Deputy Executive Secretary (Dr. Osiru) presented a brief background to the project pointing out project implementation activities under each programme objectives. He indicated that this programme is challenged by the need to ensure that the graduates emanating from the programme get jobs.

Echoing on the first objective of the programme, he indicated that the early adopter universities have models of agricultural education already running and mentioned that this project needs to build on such models. Nonetheless, these university models

need to specify how impact will be achieved in communities. Additionally, he emphasized the need for a framework of how universities will engage with the farmers. He also pointed out that TVETs have a very critical role in transforming communities. He reiterated that Objective 3 of the project was aiming at scaling out the models at early adopter universities, and this would be achieved through the challenge funds to be awarded to the other RUFORUM member universities. It was further reiterated that scaling-out will be achieved through integration of lessons emerging from the project into policy. During this discussion a number of issues were raised which include;

1. The need to consider neediness vs meritness since the points of some students may not be adequate for admission.
2. Ensuring the businesses established by students survive beyond two years. The programme team needs to devise measures to ensure that at least a certain percentage of businesses established by students survive.
3. Transformation of a disadvantaged student may not be as easy as compared to the transformation of an urban student, therefore special consideration during recruitment is needed.
4. Converter courses offered need to be incorporated into the university curriculum in order for the project to produce a student who is a job-maker as compared to a job seeker. Such courses are mandatory for The MasterCard foundation students but are elective courses for the other students.
5. The project requires that at least 95 % of the graduates return to work in their home countries. The “return” to home countries needs special consideration on how it will be ensured.
6. For geographical coverage, there is need to consider whether there is need to explore other countries beyond the target countries to obtain the disadvantaged students
7. Mentorship of students in entrepreneurship is essential.
8. Recruitment process needs to be as transparent as possible
9. The role of checking for eligibility of students to meet University requirements is left fully to the universities

#### **Experiences from partners implementing similar projects**

The partners who are implementing similar projects presented their experiences and challenges in the entire project process. The respective partner positions are presented below:

##### **A. Makerere University**

The representative from Makerere University indicated that if the foundation sets a ceiling of the amount of funds to be spent on a given activity, this amount must not be exceeded unless consent is obtained from the foundation. In this regard, maintaining constant communication with the foundation was considered to be fundamental. He also emphasized the need for synergy in order to save costs. He indicated that The MasterCard Foundation is very particular on the award process of the scholarship as well as the management structures at the implementing institutions. In addition, he urged RUFORUM to have a selection committee. In the case of entrepreneurship, he said experts are available in the field to offer training services to the students, for example the Global business labs under the college of

computing and information technology of Makerere University. He reiterated that scholars need to be clustered according to their ambitions. This is because some scholars are interested in entrepreneurship while others are interested in finding employment opportunities. He later on indicated that resource persons from the industry are invited on occasional basis to offer mentorship and internship opportunities to Makerere University students. With the implementation of The MasterCard Foundation program in Makerere, the institution faced a number of challenges which include:

1. Poor planning and budgeting by students of cohort 1 and 2, whereby stipend was spent within one month of study.
2. Dishonesty by some scholars, whereby some had two scholarships.

On handling disbursement of funds to students, the Makerere University representative emphasized the need for transparency and also stressed the need for students to be informed of their expected entitlements. He argued that mentorship is important to enable the students handle their finances efficiently throughout the course of their studies.

In response to challenges faced in Makerere University, a number of resolutions were made which includes:

- A review of the selection criteria used by The MasterCard Foundation team at Makerere University.
- Widespread advertisement of the scholarship opportunities outside Kampala.
- Have recruitment program, including recruitment process; work plan; recruitment dates, database and the data entrants; and continuous communication with personnel at The MasterCard foundation.
- Provide adequate funding for home validation visits.
- Publish an article about the genesis of The MasterCard Foundation in Makerere University.
- Put in place a selection committee.
- Provide budgeting and financial literacy training to the students especially during the orientation.
- To inform the students the possible challenges faced during life at campus in addition to training about budgeting and financial issues.
- Develop a scholar's handbook as a guide about the overall campus life.
- Have an agreement with the banker on the maximum amount of funds a student can withdraw within a given week.
- Additionally, funds can be offered to the scholars but service providers are identified for the students. For the case of meals, the students can pay for one meal per day for the entire semester and then plan for the other meals
- Assign academic mentorship and peer mentorship (where a given cohort mentors another) to each cohort.
- Provide psycho-social mentorship to students with rural backgrounds, for easier integration with the other students. Such mentors are to provide periodical updates to the project manager.

## **B. Restless development**

Restless development focuses on young people since they are the resource to drive development. Under their sustainable development goals, there are four unified



priorities for specific changes that young people are demanding which are; a voice, a living, sexual rights and leadership;

1. **Voice:** A world where young people are active citizens, where institutions are accessible and responsive to young people, and where young people can influence those with power.
2. **Living:** A world where young people can drive sustainable economies, where businesses and governments invest in and learn from young people's enterprise, and where young people achieve a decent, sustainable living;
3. **Sexual rights:** A world where young people realise sexual rights for all, where policies, attitudes sexual and reproductive and services advance people's sexual and reproductive health and rights, helping to end AIDS and enabling young men and women to be free from discrimination.
4. **Leadership:** A world where young people build resilient and sustainable communities, where the agency of young people and communities is at the heart of both preventing and solving arising challenges and emergencies.

Restless development has implemented a number of projects which include;

**Dynamic project** (Driving Youth-led New Agribusiness and Micro-enterprise in Northern Uganda and Karamoja) 2015-2020. This project is conducted in partnership with The MasterCard Foundation, Mercy Corps, GOAL and VSO. DYNAMIC project aims at ensuring that out-of-school, economically disadvantaged young people have the skills, capabilities and support systems they require to seek and secure entry-level jobs or to start their own businesses in the agricultural sector along the agricultural value chain. DYNAMIC engages with an array of public and private sector actors, to increase access to goods, services, markets, information, and productive and social assets to increase productivity of Ugandan agri-businesses and non-farm enterprises. The project involves mentoring young people at a fee, while restless development supports the mentor with respect to capacity building to effectively engage the youth. The fee is aimed at ensuring that the dependency syndrome does not arise as a result of providing inputs to the youth. Seed funding is provided to a group of about 15 youth and asked to form a saving scheme in addition to linkage with other sources of funding and government programs.

**Youth leadership for agriculture (YLA);** implemented in Mubende, Masindi, Mbale and Gulu districts of Uganda. Project aims at making agriculture cool for the young people, and view agriculture as a business. The project works with young people who are in school and those outside school to offer skills such as entrepreneurship and other life skills. Specifically, the project aims at increasing incomes of youth working in agricultural value chains, improve skills development (entrepreneurship, employability, leadership, and life skills) obtained through formal and non-formal education and training organizations.

**Sustainable livelihoods for Karamoja youth;** In this project graduates are trained as Training of trainers (ToTs) to go to communities and identify agricultural groups and link them to markets. The project supports youth groups to go beyond self-subsistence farming and establish small agribusinesses which meet the emerging demands of the agriculture market and make a profit to sustain themselves and their

families. Youth groups receive training on entrepreneurship skills, business management skills and life skills.

**The Youth Think Tank programme 2016-2021** is supported by The MasterCard Foundation. The project aims at generating high quality youth-led research, respond to relevant research gaps on livelihoods, education and finance inclusion that will produce transferable approaches and tools adaptable to our agency, The MasterCard Foundation, its partners and the wider development sector in Africa and beyond. The project will be implemented by 28 young researchers aged 18-24 per year in the countries of Uganda, Kenya, Tanzania, Rwanda, Zambia, Malawi and Ghana. The project will build a body of youth generated knowledge and expertise on improving youth engagement in Africa.

The restless development representative shared their experience with dealing with the youth. He indicated that young people do not want to get ‘reached’, they want to meaningfully participate in and lead development and they need to be involved in shared decision making. He mentioned that youth engagement does not happen without people and relationships and it cannot be their only goal or end goal. It is a process rather than an end in itself.

### **C. The Cassava CARP- Makerere University**

The Cassava CARP is implemented by a consortium of partners in Northern and Eastern Uganda with support from RUFORUM. The project is aimed at enhancing sustainable production, processing and marketing of cassava products among cassava farming communities. The project uses a bottom-up approach (CARP) that facilitates in identification of challenges in areas where cassava plays a crucial role in food and income security. The primary entry point is to ensure access to virus-free (CMV and CBSV) cassava planting material of farmer preferred and elite varieties in the country. The project has developed a number of intervention areas which include;

- Enhancing cassava productivity through generation of virus-free planting material and appropriate agronomic practices.
- Enhancing access to quality planting material by farmers in the major cassava growing communities.
- Identification, adaption and promotion of processing technologies for enhanced cassava value addition.
- Fostering interaction of various actors along the cassava value chains (information inflows and sharing).
- Building human research capacity along the cassava value chain research (1 PhD, 3 MSc, Post-doc, BSc and incubatees).

The Cassava CARP members shared their key experiences in working with farmers. They noted that farmers have different expectations in the project, and for this reason, they are difficult to understand but provide a grounding social and scientific challenge that the researchers have to deal with as part of responding to real farmer needs. They indicated that the project needs to be dynamic with ability to adapt from time to time due to the changes in the landscape, for instance in the case of

diseases occurrence such as cassava brown streak disease. They also noted that farmers take up the messages from the service providers depending on the individual delivering the message and that leadership is essential for generation of ideas. Overall, the major challenge they are facing is lack of a predictive model to forecast when the project can deliver products (for example cassava roots) in a given timeframe.

The Cassava CARP is championing social transformation innovation upon realisation of its novelty. The value created arises from directly engaging the community as a whole rather than private individuals. The social innovation platform consists of a range of actors including;

- Profile of cassava registered farmers and farmers
- Input suppliers and buyers
- Enhanced value chain actor interactions (farmer-extension-researcher)
- Monitoring and surveillance functions/service providers
- Mentors
- Agribusiness actors

#### **D. The Strengthening University-farming Community for Improved and Sustainable Livelihoods (SUFACE) CARP- Makerere University**

This project sought to develop an operational framework where universities can work with communities to enhance productivity and competitiveness of smallholder agriculture, as well as responsiveness and impact of universities in agricultural development. Its main objective was to develop and operationalise partnerships between Makerere University, selected farmer communities and other critical stakeholders within the framework of action research, to enhance productivity, competitiveness, responsiveness and impact of University led research on smallholder agriculture and agricultural development in Uganda.

In this CARP, there were some key lessons observed which include;

- Farmers need a better interface for the APP than the one used.
- There is need for tools for on-spot diagnosis since farmers need quick responses.
- Skills transfer need emphasis in addition to technology transfer.
- Farmers need visual aids in order to act accordingly.

#### **E. BRAC Uganda**

BRAC has vast experience in student recruitment. The Application forms are obtained by applicants from district offices, and over 10,000 applications can be received. Screening of applications involves checking for presence of phone numbers except for areas such as Karamoja. Screened applicants are then entered into the computer in order to ensure even distribution of award of scholarships amongst the districts in Uganda. Household surveys on each of the applicants are conducted for parameters such as household income; type of schools attended; amount of school fees; cases of sickness; use of poverty score card, amongst other parameters. Such

surveys are conducted during holidays when students are at home. The index number used by the candidates in the previous examinations in addition to the student known names are also captured. Interviews are also conducted at the district level to assess the level of commitment of the student in aspects such as giving back. After successful selection for award of scholarship, names of all successful students are then advertised in the local newspapers. However, there are cases where the students denies the scholarship offer. The entire vigorous process leading to the award of the scholarship takes up to six months. Students who get pregnant in the course of the studies are provided with medical support and support from BRAC continues even after giving birth.

In implementation of their activities, BRAC indicated that they usually face challenges in following up of students after completion of secondary level of funding under BRAC. In some cases the students fail to reach university level of education. They mentioned that access of funds by students in areas where financial services especially banks are not available is difficult. In light of this, they went on to give some recommendations for the TAGDev project which include;

- Students for the TAGDev project could be obtained from those who passed through BRAC, but also be subjected to the entire recruitment process.
- Building a strong follow-up mechanism is essential.
- There is need to conduct a social network analysis in order to facilitate integration of the new students into the student's community.
- Applicants who are not successfully selected for the scholarship award need to be counselled on other available options.
- Mechanisms of ensuring that the students are grounded in the project need to be devised, for example through regular monitoring of the students by the Regional Coordinator.
- Students need mentor teachers to attend to them, and one-on-one attendance to each of the students is a challenge.

#### **F. Enterprise Uganda**

Enterprise Uganda, established 16 years ago has trained over 48, 000 youth, with an aim of improving existing small and medium enterprises, and creating new ones. A number of small and medium enterprises have been created for young people, all aiming at creating an entrepreneurial mindset in the young people. The major expected output is to ensure that young people start/begin on a given venture or enterprise. The classroom enables a given student to start and also to learn lessons for applying in the field.

In this organisation, it was indicated that young people pay for the services in order to inculcate an entrepreneurial mindset in addition to enabling the young people face reality. After training over 75 % of youth start-up enterprises with a survival rate of up to 60 %. Youth who maintain contacts and are in touch with each other tend to have higher survival rates in their enterprises.

Enterprise Uganda echoed on the TAGDev project devising mechanisms of ensuring that the young students get started as entrepreneurs.

**Group Discussions and plenary presentations: The environment and the role of each institution in achieving the promised outcomes**

The roles of the partners (Enterprise Uganda, Restless Development and Makerere University) were pointed out and discussed in this meeting.

There are a number of opportunities which were identified which include;

- Capacity building for small holders farmers groups by the graduate students.
- Business focused M&E and learning.
- Enterprise development trainings for farmers groups by the graduates.
- Entrepreneurship training, mentorship and business counselling for the graduates.
- Collaboration in agriculture based research.
- Continuous Curriculum review.

Nonetheless, there were some roles for partners which were not envisaged at the time of the proposal development which need to be considered like;

- Internship and volunteering opportunities.
- Comprehensive orientation of the students.
- Recruitment and selection and students verification processes should include an entrepreneurial/ business focus.

In addition, the participants agreed that it will better to propose boundary partners to engage with along the way (be explicit with details e.g. name of the probable partners and their envisaged role). The probable partners would be:

- Youth Livelihoods programme (Ministry of Gender).
- Innovation village.
- Kasenge River Ford Organic Centre.
- Incubation centres e.g. Uganda Industrial Research Institute, FIN Africa; and,
- Uganda women Entrepreneurs Association limited (UWEAL).

For universities, the issues raised includes:

- The need to formalize the organization structure at each university.
- The need to develop a clear Terms of Reference (ToR) for the coordinating units at each university and that the ToR should be harmonized between the two universities.
- Ensuring that universities top management sign respective documents to show commitment.
- The need to develop converter courses to be delivered to all MSc. and BSc. Students.
- The need to integrate the operations of the CARP+ with that of the coordinating unit.
- Being a closed competition, the respective coordination units should be ready/prepared to work with the team that win the project.
- Harmonisation of the selection criteria across the universities, taking into account the difference in the education systems between Egerton and Gulu University.
- The need to streamline candidate qualifications from different countries, depending on the university requirements.

During the deliberations, it was agreed that RUFORUM should have the following roles in the running of the TAGDev project;

- Be responsible for the overall management of the TAGDev project, through its existing Governance and Management structures.
- Establish a coordinating unit and relevant staff including a project coordinator to provide overall coordination and administration of project activities.
- Disburse the required financial resources in line with the overall budget and annual work plan for the implementation of the project subject to receipt of funds from The MasterCard Foundation.
- Support student recruitment processes in consultation with the implementing universities.
- Oversee scholarship award process including identification and validation of shortlisted candidates.
- Oversee students' regional orientation and ensure alignment with The MasterCard foundation Philosophy.
- Undertake and support monitoring evaluation and learning across the project.
- Ensure timely reporting on implementation of activities and budget expenditure to The MasterCard Foundation.
- Maintain communication with all partners and The MasterCard Foundation to ensure successful project implementation.
- Ensure visibility of the project including communication of outputs and outcomes to target audiences.

The meeting agreed that other partners to consider approaching for engagement among others include: Equity Foundation, Enterprise Uganda, Restless development and BRAC Uganda.

#### **Monitoring and Evaluation Strategy**

Participants were taken through monitoring and evaluation for development components particularly because the CARP<sup>+</sup> and the Entrepreneurship Challenge Fund will focus on working with the community and industry to achieve community level transformation. Key considerations were raised for monitoring, evaluation and learning which include;

- Monitoring for impact which entails conducting baselines for the unknown, identifying output indicators, means of verification and data collection methods, developing work plans and milestones; and documenting success stories.
- Dissemination and application which involves the use of Social Media, blogs, biennials and annual general meeting; and Partner's meeting
- Institutionalized Learning which require documentation; quarterly review and planning; annual Meetings (Deans and Principal) and mid-term and final external evaluation.

It was echoed that the above components would help in institutional transformation. It was further noted that transformation of universities involves a systematic change in how universities conduct business, and hence the need to understand what exactly

need to be changed and how this change will occur. It was pointed out that this particular transformation would involve a system of where students conduct needs-based research basing on what the farmers want. In this regards, it was observed that new ways of teaching are needed which may include making use of specialized practitioners to conduct lectures.

Furthermore, indicators for each of the programme objectives were revised as indicated in the monitoring and evaluation plan. Key issues and recommendations arising form the deliberations included;

- Practical exposure of students needs to be incorporated right from the beginning of the semester, and this can be achieved through organizing deductive workshops by specialists from different countries.
- The need to translate the different courses into business.
- The need to develop a manual as a reference for any evaluator.
- A holistic training is needed with a focus on entrepreneurship.
- The need for industrial training for lecturers.
- On the element of giving back to the community, this could be done before, during and after the studies of the students. This giving back could be through internships, since internship is an element of giving back.

#### **Communication, branding and marketing strategy**

The program team took the participants through the communication, branding and marketing strategy.

A number of suggestions were made which include;

- The communication personnel at RUFORUM Secretariat should link with the communication personnel at the universities.
- The hashtags (#) for the project and the universities will be harmonized through building the team capacity in order to get the same understanding.
- There is need to create interests for potential students by creating links to the upcoming opportunities.
- There is need to popularize the TAGDev program as early as possible as a marketing strategy for the programme before full program implementation starts.
- For publicity materials and in all communications, there is need to harmonize the logos on all documents with considerations as to whether indicate both The MasterCard foundation and the university logos on the same documents.

#### **The Budget**

The TAGDev program budget was presented to the participants. The essence of the presentation was to show the participants their budget allocations and the type of controls The Foundation expects the implementing partners to execute. It was indicated that annual recruitment meeting costs were reduced since the universities already conduct such activities. It was pointed out that scientific publications by the students were catered for in the budget and also scholarly dissemination of impact. It was also indicated that there is a provision to support dissemination, e.g. at least two issues of the African Journal of Rural Development have a budget provision.

Other issues raised for discussion in line with the budget included;

- Student Internship; it was indicated that The MasterCard foundation caters for two internships which includes field attachment and internship. However, most universities considers only one internship which means that the students have an additional attachment that requires additional facilitation. It was suggested that the project staff need to reserve more funds for the student internship facilitation. It was pointed out that assessment costs per student were approximately \$150 which may allow some negotiation to obtain some money from the student cost to faculty release time in order to facilitate supervision during the internship.
- Procurements of items such as laptops needs to be conducted from RUFORUM secretariat since the procurement processes in the different universities especially in Kenya may delay procurements. Though funds for purchase of staff laptops at Egerton were already transferred, the teams received exemption from the procurement procedures. It was indicated that there is need to consider how Egerton will cater for the costs of advertising the scholarship since what was budgeted for was low. The universities were advised to link with foundations such as Equity Foundation and BRAC to ensure that information about the scholarship is widely publicized, in addition to making use of community radios.
- For recruitment of students, it was noted that there is need for validation to be undertaken. Considering the rigorous requirements of student recruitment and training, a number of recommendations were given which include;
  - Teams were requested to document experiences in the course of project implementation for budget purposes
  - The recruitment process for the TAGDev programme needs to be matched with the processes of one of the key partners. For instance FAWE Rwanda can be contacted and a request for at most three students. A Skype interview could later on be conducted with the students. In addition local existing partners could be used. For example, from the pool of BRAC students (about 15) can be requested and RUFORUM can then conduct due diligence and select about three students of interest.

### **Work plan for year one**

Successful program implementation is dependent on the proper follow up of activities which are laid out in the work plan and the resources available. At the time of this meeting some of the activities were already underway and it was noted that:

- Gulu and Egerton University have conducted some baseline studies on community engagement and these need to be harmonized.
- In the case of curriculum review, the team needs to see what can be done now and get this operationalized.
- There are processes such as engagement with the Vice Chancellors and the recruitment processes from where lessons can be obtained for documentation of purposes.
- The team is waiting for feedback on the upgrade of RIMS, from the developer



- Teams should draft work plans for the following year by the end of June 2017 to ensure that the funds are transferred from The MasterCard foundation on time.

### **Implementation updates**

Gulu University, Egerton University and The Program Coordinator presented their implementation updates. The respective partner positions are presented below:

**Gulu University;** The Vice Chancellor signed all the documents related to handling finances, implementation plan and agreements. The University implementation updates are as follows;

- Institutionalisation of the project has been done at the faculty level, however at the university management level, it is not yet finalized
- The project manager and assistant project manager have already been recruited in addition to their support staff namely; CARP+ leaders, financial officer, communications officer and advisors to assist the project manager, and these are in the fields of entrepreneurship, community engagement and academic training and welfare. The project manager and the assistants work full time while the other staff work part-time.
- For the purpose of engaging with the TVETs, a Memorandum of understanding has been signed with Bobi polytechnic while Northern Uganda Youth Development Centre (NUYDC) still awaits authentication from The Prime Minister.
- Students' accommodation and health management through health insurance services provided by Gulu Independent Hospital are in place.
- Descriptions of the two Masters programs and three Bachelor degree programs eligible to be undertaken by the students were submitted to the Program Coordinator.
- The university has the student-centered outreach model of community engagement and the agribusiness innovation model, an enterprise student scheme involving value chain cluster mapping, opportunities identification, business plan development and business plan implementation. The university envisage that other non TAGDev programme students will benefit through Northern Uganda Social Action Fund (NUSAF) since the office of the prime minister is linked to the student-centered model of Gulu University.

**Egerton University;** The University has taken specific interventions including project governance and structure. The university implementation updates are as follows;

- A TAGDev project management committee exists, involving a coordinating committee with various deans from different faculties.
- A round table meeting with Kenyan national policy makers will be organized for engagement during the second year the project.
- In order to engage the TVETs in the project, inception meeting at institutional level will be conducted with the various TVETs in attendance.

- The Redesigning and development of curricula and short courses that emphasize community engagement and rural development is underway. The sub-activities to be conducted include;-
  - Evaluation of the farm attachment program;
  - Redesigning the program with respect to; recruitment of students, induction, coordinated messages, full-proof approach incorporated in the university system, sustainability of the program; and
  - Designing short courses for staff, students and farmers.
- Preparations are underway to recruit and select 10 undergraduate students and five (5) postgraduates for cohort one. For undergraduates, the priority is BSc Agriculture and agricultural economics while for postgraduates, it is MSc. Agri-enterprise development, COSE.
- Experiential learning and community engagement will focus value chains like cassava value chain in Lare, Njoro; Agroforestry using food trees- food security, climate change and; Potato-carrot value chain in Mau Narok.
- Developing and institutionalizing agri-business/entrepreneurship curriculum and short courses, the sub-activities will include;
  - Development of short courses.
  - Review/ development of curricula and cost of launching of programmes.
  - Impact assessment of entrepreneurship training.
  - Integrated entrepreneurship approach.
  - Sensitizing of staff in new approach.

**RUFORUM Secretariat;** The Program Coordinator gave an update on the implementation of TAGDev program at the Secretariat. He indicated that a lot of progress has been made with regards to the implementation of the program and some of the achievements include;

- Transformative curriculum training process was facilitated.
- Forum for African Women Vice Chancellors was facilitated as part of leadership development and mentorship.
- TAGDev project was launched during the biennial.
- Presentation was delivered to the RUFORUM IAP where details about the project were made.
- Held first meeting for book review and book development.
- Project inception meeting held.

#### **Student recruitment and related issues**

The programme recruitment tools were refined and updated by the programme team. The partners agreed that;

- Eligible candidates will make double applications, involving application for admission to the university and application for the scholarship.
- A special admission call will be rolled out and during advertising, eligible programs for the scholarship will be specified.
- The scholarship award process will involve the project coordinating office receiving the applications and sorting the applications specific for bachelor's degree and those for master's degree.
- Applications will be screened and sent to the Dean for approval before being sent to the admissions office. This warrants the need for a selection committee to build consensus on the entire process.

- Scholars will be advised to fill in both the PUJAB (Public Universities Joint Admissions Board) forms and the admission letters to facilitate the elimination of scholars who get government scholarships.
- Validation will be done for those students that qualify for both the scholarship and admission such that when the final list is out for those eligible, the admission letter and the scholarship are awarded. Validation is done to ensure that the information is correct. Hence when it comes to validation, a validation tool is needed to ensure consistency in the information provided as this will also help eliminate some scholars. This validation visit will be a joint process by both RUFORUM and universities. International students will be validated through the TAGDev programme partners.
- Compliance checks will involve checking the completeness of the application, after which lists that are ready for selection are obtained by the universities.

In the process key points came out of the discussion which include;

- For students shortlisted for interviews, the partners agreed that there is need to determine means of verifying the authenticity of their certificates, and this could also be done during validation. However, for post graduate/Master students, the certificates need to be certified.
- The need for guidelines for the motivation letter so that it is not very academic which may necessitate tabulating the questions.
- The programme team will devise mechanisms to enable the application forms reach the various areas.
- The Coordinators office could be used for the meantime, because students may not be aware of where the project offices are actually located.
- Universities will be responsible for accepting and vetting applications from potential students for admission and also inform students the outcome of the application at the University level. The university coordinating office will provide the RUFORUM Secretariat with a shortlist of the eligible applicants for university admission. These students will be informed by SMS or mail that they qualify for admission and that their names have been forwarded to the scholarship awarding office for screening purposes. RUFORUM will then conduct the screening and shortlist potential students for scholarship award. Unsuccessful applicants will be informed to follow the normal university application procedure as other students. It was agreed that full admission will be confirmed after award of the scholarship by RUFORUM.
- With regards to scholarship award, it is Technical Committee (TC) of RUFORUM which makes a decision and The Executive Secretary of RUFORUM is the implementer of the decision by the TC of RUFORUM.

Issues arising from the discussion include:

- The admission requirements need to be included in the advert for each of the universities since they have different admission requirements.
- Candidates need to be interviewed from their homes during the validation visits.
- There is need for a clear timeline for the scholarship award process so that the students are aware of when to receive a response. This could be indicated in the implementing partners work plans.

- There is need for the project coordinators of the two universities to be in attendance during the award of the scholarship by the RUFORUM Technical Committee.
- All staff from Gulu and Egerton will take part in the orientation process in order to understand the programme fully.
- There is need to demand for some kind of identification on the application form for each applicant.
- Applicants need to be advised to apply to one university only.
- There is need to consider restrictions in the medical cover so that the student is aware of the insurance cover limits.
- There is need to consider issues of intellectual property rights for publications arising out of the TAGDev project.
- There is need for the recommendations from the teacher and administrative officer to be confidential. The teacher can confirm the leadership capability of the student while the administrative officer will confirm community engagement.
- In meeting the criteria for disadvantaged, students can be selected from the same area provided they meet the criteria and when there is failure to obtain students from the other areas.

#### **Review of operational documents**

##### **The Call to Develop Community Engagement Framework**

A call was presented to partners and it was revised and updated by the program team. It was noted that The Community Engagement Framework was not only for Gulu and Egerton university, but for the entire RUFORUM network. It was pointed out any university, either Gulu or Egerton with eligible persons who can develop the Community Engagement Framework can apply, the exclusion is for the project implementation team.

##### **The Call for lead Consultant book editor on Tertiary Agricultural Education**

A draft call was presented to partners, revised and updated by the Program Coordinator. The coordinator pointed out that the book will provide a theoretical understanding of the direction of higher education in Africa. For dissemination of project findings, Gulu and Egerton University will have specific chapters on the book for higher education. The participants reviewed and provided some technical input into some sections of the book.

##### **The MasterCardfdn@RUFORUM scholarships assessment criteria**

The assessment criteria were refined by all the partners basing on adjustments made in the recruitment tools for both undergraduates and post graduates

##### **The MasterCardfdn@RUFORUM scholarships advertisement**

The advert was revised by all partners and was forwarded it to the foundation for review by the Program Coordinator.

##### **The call for grant proposals under the Community Action Research Programme**

The structure of the call document was refined in order to capture the value chains of focus by Gulu and Egerton University. However, it was suggested that in the call for grant proposals, the parties sending in proposals should define the particular value chains with justification.

#### **The terms of reference for the scoping study**

The terms of reference for the scoping study were refined by the programme team and it was agreed that the advertisement should be put as soon as possible for the study.

#### **TAGDev Program website**

Efforts have been made to commence the project website development to allow for both timely project launch as well as project visibility. A draft structure and website was presented in the meeting. The website presented brings out the joint partnership between The MasterCard Foundation and RUFORUM as well as with the implementing universities. In order to further the website development, the following suggestions were raised;

- The need to include partner institution on The MasterCardFdn@RUFORUM website.
- There is need to specify eligible programmes for each of the cohorts of the respective academic years. Hence there is need to only leave eligible courses to be undertaken by the students during the first cohort.
- Consensus needs to be built on the order of appearance of Logos on The MasterCardfdn@RUFORUM website to ensure consistency.
- Additional input needed on the layout of the icons on the home page.
- The telephone contacts for Gulu and Egerton University need to be aligned.
- The TAGDev team at Egerton University to send the number of times the TAGDev press release has been accessed.

### Next steps, actions and timelines

Table below presents the agreed immediate actions that need to be undertaken to ensure that the program is in position to takeoff.

<b>ACTION</b>	<b>Timeline</b>	<b>Responsible entity</b>
Share funds transfer details	December 19, 2016	Mr Emmanuel Okalany
Advertisement of the program/fellowship	December 21, 2016	Dr. Egeru/RUFORUM/Gulu and Egerton University
Advertise TVET scoping study	December 21, 2016	Dr. Egeru
Advertise the Comm. Engagement study	December 21, 2016	Dr. Egeru
Call for CARP+ concept note	December 21, 2016	Dr. Egeru
Share proceedings from inception meeting	December 23, 2016	Mr Moses Waswa
Universities submit quarter II reports	January 11, 2017	Prof. Nancy W. Mungai and Prof. Duncan Ongeng
Commence curriculum reviews	January 15, 2017	Prof. Nancy W. Mungai and Prof. Duncan Ongeng
Finalizing establishment of coordinating units	January 20, 2017	Prof. Nancy W. Mungai and Prof. Duncan Ongeng

## Annexes

### Annex 1: List of Participants during the TAGDev Inception meeting held 15<sup>th</sup> to 17<sup>th</sup> December 2016 at RUFORUM Secretariat

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